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ABSTRACT

This vocational program guide is intended to assist local administrators, regional coordinating councils, teachers, and others throughout Florida in offering vocational education training in food service and production in school districts, area vocational centers, and community colleges. The following topics are covered: program content and structure (job titles and descriptions and curriculum framework and student performance standards); facilities (design criteria, suggested equipment and supplies, sources of equipment and supplies, and safety and sanitation); program considerations (student learning guide, student organization participation, postsecondary institutions with programs in related areas, teacher certification, professional organizations and support services, and strategies for implementing the program); and instructional resources (test item bank, introduction to resources, sources of print and audiovisual materials and software, other noncommercial materials, teacher-recommended materials, and Florida Educational Information Service services). A sample student learning guide and list of equipment are appended. The attached Career Merit Achievement Plan (Career MAP) is designed for use in recording the progress of students enrolled in a food production and services program. (MN)

ED357158

FLORIDA VOCATIONAL PROGRAM GUIDE FOR

FOOD PRODUCTION AND SERVICES

CE 062 045

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Division of Vocational, Adult, and Community Education
Department of Education
Florida Education Center
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FLORIDA VOCATIONAL
PROGRAM GUIDE FOR

FOOD PRODUCTION AND SERVICES

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education
Bureau of Vocational Program and Staff Development

July 1990

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INTRODUCTION

The *Florida Vocational Program Guide for Food Production and Services* has been developed to provide information that will be useful to local administrators, regional coordinating councils, teachers, and others charged with the responsibility of offering vocational education training in Home Economics Education in school districts, area vocational centers, and community colleges. The final planning, implementation, and evaluation of any educational program, however, must be done within the context of local conditions and local needs.

Many of the elements involved in the creation and maintenance of a vocational education program are generic to all subject areas; these issues are addressed in detail in the *Florida Vocational Program Implementation Guide (FVPIG)*, **which should be considered an essential companion piece to this document.** The *FVPIG* contains information on the following:

- the importance of, as well as development strategies for, student learning guides
- information addressing concerns about program planning and implementation
- teacher requirements, updating, and certification
- program evaluation requirements
- in-depth program-component description

This *Florida Vocational Program Guide for Food Production and Services* will serve to identify particular considerations in the organization, operation, and evaluation of this specific vocational education program.

This program guide helps ensure equivalency. Food Production and Services programs, if implemented throughout Florida according to the criteria described in this document, will help many citizens fill important roles in our state and national work force.

PROGRAM CONTENT AND STRUCTURE

The content of the Food Production and Services program is based on occupational competencies and employability skills required for entry into the food production and services area. The basic content of this program is described in the Florida Curriculum Framework and Student Performance Standards (SPSs), which are included in this guide.

The Food Production and Services program includes information about occupations in the food production and services area, as well as learning experiences, both classroom and practical. When students have achieved the competencies listed in the Curriculum Framework, they should be ready for employment as Baker's Helpers (OES #70041899), Cashiers (DOT #209.567-014), Cook's Helpers (DOT #317.687-010), Dining Room Attendants (DOT #311.677-018), Dishwashers (DOT #318.687-010), Fast-Food Workers (OES #70041804), Host/Hostesses (DOT #310.137-010), and Waiter/Waitresses (DOT #311.477-026). In addition, students receive information about careers such as Bakers of Bread and Pastry (OES #70040200), Institutional Cook (OES #70040804), and Restaurant Cook (OES #70040803). Program completers may be hired at entry-level positions in these occupations and continue their training on the job. The program thus provides students with an initial exposure to the knowledge, skills, and attitudes associated with careers in related food production and services occupations.

Job Title and Description

Job Title: Baker's Helper

Description: Baker's helpers assist in baking goods for restaurants, institutions, and retail bakery shops. Tasks include preparing breads, rolls, pastries, pies, and cakes, mostly by hand. They assist in measuring and mixing ingredients, shaping and baking the dough, and applying fillings and decorations.

Job Title: Cashier (in food service establishment)

Description: Cashiers in food service establishments handle payments from customers. They total bills, receive money, make change, fill out charge forms, and give receipts. In some restaurants, they may handle reservations or sell items, such as candy or gum, at the counter. They use cash registers and may operate electronic or computerized point-of-sale registers.

Job Title: Cook's Helper

Description: Cook's helpers assist cooks with preparation of food in various settings, such as restaurants, institutions, and hotels. Under direction of the cook, the cook's helper weighs and measures ingredients; stirs and strains soups and sauces; prepares potatoes, vegetables, and fruits; and makes salads. The helper may also cut and grind meats, poultry, and seafood in preparation for cooking. Responsibilities also include cleaning work areas, equipment and utensils, and dishes and silverware.

Job Title: Dining Room Attendant

Description: Dining room attendants clear and reset tables, carry dirty dishes from the dining room to the kitchen, and clean up spills and broken dishes. They keep the serving area stocked with supplies and replenish the supply of clean linens, dishes, silverware, and glasses in the dining area.

Job Title: Dishwasher

Description: Dishwashers are responsible for washing the dirty dishes. They operate dishwashing machines for most dishes but may scrub pots and pans by hand.

Job Title: Fast-Food Worker

Description: Fast-food workers take orders from customers at fast-food restaurant counters. They gather the ordered beverage and food items from the stock waiting to be sold, serve them to the customer, and accept payment. They may also cook and package food items, make coffee, and fill beverage cups.

Job Title: Host/Hostess

Description: Hosts and hostesses represent the establishment and are responsible for making a good first impression by warmly welcoming guests, directing patrons where to wait, and ensuring that service is prompt and courteous and that the meal is enjoyable. They also assign and show guests to their tables and provide menus. They may schedule dining reservations, arrange parties, and organize any special services.

Job Title: Waiter/Waitress

Description: Waiters and waitresses take orders from customers, serve food and beverages, prepare itemized checks, and sometimes accept payment. These tasks may vary in performance, depending on the establishment in which they work. For example, they may also explain specials on the menu or prepare special dishes at tableside. In smaller establishments, they may escort guests to the tables, set up or clear the tables, and/or act as cashiers.

Curriculum Framework and Student Performance Standards

Program objectives and content should be consistent with the Vocational Education Program Courses Standards as approved by the Florida State Board of Education. Provided on the following pages are the Curriculum Framework and Student Performance Standards for Food Production and Services courses as listed in the official *Vocational Education Program Courses Standards* document. Since these SPSs are continually updated, you should check each year with your district's home economics supervisor and the regional program consultant for a current version.

CURRICULUM FRAMEWORK

FLORIDA DEPARTMENT OF EDUCATION

PROGRAM AREA: Home Economics

EFFECTIVE DATE: July, 1990

PROGRAM TITLE: Food Production and Services

CODE NUMBER: Secondary 8515000 Postsecondary

Florida CIP 0420.040101

SECONDARY SCHOOL CREDITS 3 COLLEGE CREDITS

POSTSECONDARY ADULT VOCATIONAL CREDITS

APPLICABLE LEVEL(S): 7-9 9-12 Postsecondary Adult Vocational

Postsecondary Vocational X Other 10-12, 30, 31

CERTIFICATION COVERAGE:

VOC HME EC @2 @4
HOMEMAKING @2 @7
SC FOOD SV @6 D
HOME EC OCC 7

GEN HME EC @2 @4
QUAN FOOD 7
HOME EC 1 2

I. **Major Concepts/Content**: The purpose of this program is to prepare students for initial employment as baker's helpers, (61089003); bakers, bread and/or pastry (70040200); cooks, restaurant (70040803); cooks, institutional (70040804); food preparation and service workers, fast-food restaurant (70041804); cook's helpers (317.687-010); or all other food service workers (70041899), or to provide supplemental training for persons previously or currently employed in these occupations.

The content includes, but is not limited to, an instructional program that prepares individuals to prepare food in quantities; preserve nutritive values of food; follow standard recipes for quality control; service quantity foods; receive, store, and issue foods and supplies; observe safety precautions and sanitation regulations; store and handle food and equipment; clean food preparation and service areas; and work in food service establishments.

A list of the courses that comprise this program, when offered at the secondary level, follows.

8515010 Food Production and Services 1
8515020 Food Production and Services 2
8515030 Food Production and Services 3

It is recommended that students take Food Production and Services 1 prior to Food Production and Services 2 and 3.

II. **Laboratory Activities**: Instruction and learning activities are provided in a laboratory setting using hands-on experiences with tools, equipment, and materials appropriate to the program content, and in accordance with current practices in the trade. Activities provide instruction in the use of equipment including commercial ranges and ovens, microwave ovens, refrigerators, freezers, serving line equipment, tools, and utensils.

III. **Special Note:** Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) is the appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional program.

The cooperative method of instruction is appropriate for this program. Whenever the cooperative method is offered, the following are required for each student: a training plan that includes instructional objectives; a list of on-the-job and in-school learning experiences; and a workstation which reflects equipment, skills, and tasks relevant to the occupations that the student has chosen as a career goal.

The particular outcomes and student performance standards that the handicapped student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEPs. The job title for which the student is being trained must be designated in the IEP.

In order for this program/course to be transferable between institutions it must have been reviewed and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. Transferability is *not* automatic. An institution wishing to participate in the transfer articulation of this program/course must submit documentation to the Statewide Course Numbering System concerning the program. The documentation should include a program outline, textbook information, and information concerning other materials or equipment used in the course/program.

IV. **Intended Outcomes:** After successfully completing this program, the student will be able to:

01. Identify career and job opportunities.
02. Demonstrate employability skills.
03. Identify operational procedures of food establishments.
04. Exhibit safe, secure, and sanitary work procedures.
05. Use commercial tools and equipment.
06. Perform meal service activities.
07. Perform cost and portion control of food.

08. Use recipes.
09. Demonstrate merchandising techniques.
10. Prepare bake station items.
11. Prepare pantry items.
12. Prepare fry station items.
13. Prepare hot station items.
14. Prepare beverages.
15. Demonstrate leadership and organizational skills.
16. Demonstrate an understanding of entrepreneurship.
17. Demonstrate appropriate basic skills essential to working in Food Production and Services.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1990

PROGRAM AREA: Home Economics SECONDARY NUMBER: 8515000

PROGRAM TITLE: Food Production and Services POSTSECONDARY NUMBER: _____

01.0 IDENTIFY CAREER AND JOB OPPORTUNITIES--The student will be able to:

- 01.01 Identify occupations in the food production and services industry.
- 01.02 Identify resources for a job search.
- 01.03 Identify levels of training required for food production and services occupations.
- 01.04 Identify duties and responsibilities in food production and services occupations.
- 01.05 Identify ways to achieve job advancement in the industry.
- 01.06 Identify career options in the industry, such as entrepreneurship and franchise ownership.
- 01.07 Analyze current trends as they may affect the future of the industry.

02.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

- 02.01 Exhibit appropriate dress and grooming for the food service workers.
- 02.02 Identify acceptable work habits.
- 02.03 Conduct a job search.
- 02.04 Secure information about a job.
- 02.05 Identify documents that may be required when applying for a job.
- 02.06 Complete a job application form correctly.
- 02.07 Demonstrate competence in job interview techniques.
- 02.08 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
- 02.09 Identify acceptable work habits.
- 02.10 Demonstrate knowledge of how to make job changes appropriately.
- 02.11 Demonstrate acceptable employee health habits.
- 02.12 Identify rules, regulations, and legislation affecting the employee, such as social security, minimum wage, income tax, and child labor laws.
- 02.13 Identify rules, regulations, and legislation affecting the food production and services industry.
- 02.14 Write a business letter, such as a letter of application, job interview follow-up letter, or letter of resignation.
- 02.15 Demonstrate customer relations skills.
- 02.16 Identify techniques for establishing and maintaining positive working relationships with co-workers.

03.0 IDENTIFY OPERATIONAL PROCEDURES OF FOOD ESTABLISHMENTS--The student will be able to:

- 03.01 Identify procedures that take place in the two main areas of a restaurant.
- 03.02 Identify elements of a successfully organized food service operation in relation to time, energy, money, and space.
- 03.03 Identify and follow a food production schedule.

03.04 Demonstrate communication skills between front of house and back of house.
03.05 Identify rules of motion economy that apply to work simplification.
03.06 Identify the process of purchasing, receiving, storing, and issuing foods.
03.07 Identify the importance of proper inventory control.
03.08 Prepare, store, and maintain equipment for special events.

04.0 EXHIBIT SAFE, SECURE, AND SANITARY WORK PROCEDURES--The student will be able to:

04.01 Apply hazard control measures to prevent common kitchen accidents and enhance fire safety.
04.02 Identify first aid procedures for burns, cuts, strains, and choking and report to supervisor.
04.03 Identify security measures for a facility, food and equipment, and personal safety.
04.04 Demonstrate sanitary procedures in maintaining the facility.
04.05 Identify ways in which food may be contaminated and how to prevent such contamination.
04.06 Identify sanitary procedures in food storage, preparation, and service.
04.07 Identify preventive measures to control insects and rodents.
04.08 Follow state and local sanitation and safety codes.

05.0 USE COMMERCIAL TOOLS AND EQUIPMENT--The student will be able to:

05.01 Identify small commercial tools and equipment.
05.02 Identify large commercial equipment.
05.03 Demonstrate safe procedures for use, cleaning, and storage of small commercial tools and equipment.
05.04 Demonstrate safe procedures for use, maintenance, and cleaning of large commercial equipment.

06.0 PERFORM MEAL SERVICE ACTIVITIES--The student will be able to:

06.01 Demonstrate setting a basic individual cover.
06.02 Identify types of meal service, such as cafeteria, buffet, fast-food, and various other serving styles.
06.03 Identify techniques of table setting.
06.04 Perform front-of-the-house skills, such as taking orders, presenting checks, busing tables, serving food, receiving money, and performing host or hostess duties.
06.05 Demonstrate desirable communication between customer and employee.
06.06 Establish, set up, and maintain service stations.

07.0 PERFORM COST AND PORTION CONTROL OF FOOD--The student will be able to:

07.01 Identify procedures, techniques, and reasons for cost and portion control.
07.02 Use tools and equipment in portion control.
07.03 Perform cost and portion control in food production.

08.0 USE RECIPES--The student will be able to:

08.01 Identify abbreviations for weights and measures.
08.02 Identify equivalents of weights and measures.
08.03 Measure and weigh standard food items.
08.04 Identify and demonstrate standard food preparation terms.
08.05 Use standardized recipes.
08.06 Alter a recipe for a different yield.

09.0 DEMONSTRATE MERCHANDISING TECHNIQUES--The student will be able to:

09.01 Identify merchandising techniques, such as advertising and suggestive selling, and food presentation.
09.02 Demonstrate merchandising techniques.
09.03 Compare costs for various kinds of advertising.

10.0 PREPARE BAKE STATION ITEMS--The student will be able to:

10.01 Define terms associated with bake station items.
10.02 Identify methods of preparing quick breads.
10.03 Identify standards of evaluation for all bake station items.
10.04 Prepare and evaluate quick breads.
10.05 Identify methods of preparing cookies.
10.06 Prepare and evaluate cookies.
10.07 Identify acceptable methods of storing bake station items.
10.08 Identify the functions of ingredients used in bake station items.
10.09 Identify methods of preparing yeast breads.
10.10 Prepare and evaluate yeast breads.
10.11 Identify methods of preparing pies.
10.12 Prepare and evaluate pies.
10.13 Identify methods of preparing cakes and frostings.
10.14 Prepare and evaluate cakes and frosting, including decorative icings.
10.15 Demonstrate presentation of bake station items.
10.16 Identify methods of preparing pastry.
10.17 Prepare and evaluate pastry.
10.18 Identify methods of preparing additional desserts.
10.19 Prepare and evaluate desserts.

11.0 PREPARE PANTRY ITEMS--The student will be able to:

11.01 Identify terms associated with pantry preparation.
11.02 Identify preparation techniques for salads and dressings.
11.03 Identify standards of evaluation for all pantry items.
11.04 Prepare and evaluate salads and dressing.
11.05 Identify preparation techniques for sandwiches.
11.06 Prepare and evaluate sandwiches.
11.07 Identify preparation techniques for garnishes.
11.08 Prepare, evaluate, use, and store garnishes.
11.09 Identify preparation techniques for appetizers.
11.10 Prepare and evaluate appetizers.
11.11 Identify acceptable methods of storing pantry items.
11.12 Demonstrate presentation of pantry items.

12.0 PREPARE FRY STATION ITEMS--The student will be able to:

12.01 Define terms associated with a fry station.
12.02 Identify methods of preparing fried foods.
12.03 Identify standards of evaluation for all fry station items.
12.04 Prepare and evaluate fried foods.
12.05 Demonstrate presentation of fry station items.
12.06 Identify acceptable methods of storing fry station items.

13.0 PREPARE HOT STATION ITEMS--The student will be able to:

13.01 Define terminology associated with hot station food items.
13.02 Identify standards of evaluation for all hot station items.
13.03 Identify preparation techniques for eggs and dairy products.
13.04 Prepare and evaluate egg and dairy products.
13.05 Identify preparation techniques for vegetables and fruits.
13.06 Prepare and evaluate vegetables and fruits.
13.07 Identify preparation techniques for soups and sauces.
13.08 Prepare and evaluate soups and sauces.
13.09 Identify preparation techniques for farinaceous products.
13.10 Prepare and evaluate farinaceous products.
13.11 Identify preparation techniques for casseroles.
13.12 Prepare and evaluate casseroles.
13.13 Demonstrate presentation of hot station items.
13.14 Demonstrate acceptable methods of storing hot station items.
13.15 Identify sources and cuts of meats, fish, seafood, and poultry.
13.16 Identify preparation techniques for meat, fish, seafood, and poultry.
13.17 Prepare and evaluate meats, fish, seafood, and poultry.

14.0 PREPARE BEVERAGES--The student will be able to:

14.01 Identify terminology involved in beverage preparation.
14.02 Identify standards for judging beverages.
14.03 Identify preparation techniques for beverages.
14.04 Identify methods of serving beverages.
14.05 Prepare and evaluate hot and cold beverages.
14.06 Identify acceptable methods for storing beverages.

15.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

15.01 Identify professional and youth organizations.
15.02 Identify purposes and functions of professional and youth organizations.
15.03 Identify roles and responsibilities of members.
15.04 Work cooperatively as a group member to achieve organizational goals.
15.05 Demonstrate confidence in leadership roles and organizational responsibilities.
15.06 Demonstrate commitment to achieve organizational goals.
15.07 Develop a personal growth project.

16.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

16.01 Define entrepreneurship.
16.02 Describe the importance of entrepreneurship to the American economy.
16.03 List the advantages and disadvantages of business ownership.
16.04 Identify the risks involved in ownership of a business.
16.05 Identify the necessary personal characteristics of a successful entrepreneur.
16.06 Identify the business skills needed to operate a small business efficiently and effectively.

17.0 DEMONSTRATE APPROPRIATE BASIC SKILLS ESSENTIAL TO WORKING IN FOOD PRODUCTION AND SERVICES--The student will be able to:

17.01 Identify the mathematical knowledge, skills, and attitudes necessary to perform the occupational tasks.
17.02 Identify the communication knowledge, skills, and attitudes necessary to perform the occupational tasks.
17.03 Identify the scientific skills, knowledge, and attitudes necessary to perform the occupational tasks.
17.04 Demonstrate the mathematics competencies necessary to perform the occupational tasks.
17.05 Demonstrate the communication competencies necessary to perform the occupational tasks.
17.06 Demonstrate the science competencies necessary to perform the occupational tasks.

FACILITIES

Design Criteria

Listed below are the minimum, normal, and maximum space requirements for new Food Production and Services instructional programs.

DEDICATED SPACE
(in square feet)

	Per Student			Total (Based on 15 students)		
	Min.	Normal	Max.	Min.	Normal	Max.
Design Station	90	95	99	1800	1900	1980
Freezer, Walk-in				40	45	50
Garbage, Refrigerated				20	25	30
Laundry				45	50	55
Lockers, showers, etc.				140	150	160
Dining, Instructional Area				950	1000	1050
Refrigerator, Walk-in				55	60	65
Storage				120	125	130
Classroom				500	525	550
Laboratory	90	95	99	1800	1900	1980

Suggested Equipment and Supplies

Lists of suggested equipment and supplies for all programs in Home Economics have been published by the Division of Vocational, Adult, and Community Education. Included in Appendix B of this document are two sections: the Generic Equipment list, All Labs, and the Food Production and Services list.

Sources of Equipment and Supplies

Two sources are recommended for locating equipment and supplies in the food services area.

- *FRA 1990 Buyers' Guide*
  Robert Nelson, Director
  Information and Education
  Florida Restaurant Association
  2441 Hollywood Boulevard
  Hollywood, FL 33020

- Food Service Equipment and Supplies Specialist
  Cahners Publishing Company
  44 Cook Street
  Denver, CO 80206-5800

Safety and Sanitation

The Florida State Board of Education has established rules for the operation of public schools. **Chapter 6A-2** in *Educational Facilities: Public Schools and Community Colleges* contains the standards for existing educational facilities.

Although no specific safety regulations have been mandated for Food Production and Services programs, it is suggested that strict adherence to the general standards as outlined in these rules be practiced (e.g., fire blankets in the labs, adequate fire extinguishers, fire evacuation plan).

In addition, it is recommended that administration and faculty be aware of and follow all county health and safety regulations, fire department recommendations, and the public health department regulations for food production.

PROGRAM CONSIDERATIONS

Student Learning Guide

A sample student learning guide is provided in Appendix A as a model for instructors who may be developing or adapting a set of learning guides or modules. This sample guide presents the major components of a competency-based student learning guide. For further information, see the *Florida Vocational Program Implementation Guide*.

Student Organization Participation

The vocational student organization associated with the Food Production and Services program is Future Homemakers of America/Home Economics and Related Occupations (FHA/HERO) for secondary students. This organization is cocurricular and is considered an integral part of the instructional program. Every year, the organization sponsors competitions for students. Contact:

FHA/HERO
Sandra Harrison, Program Specialist
Florida Education Center
325 West Gaines Street
Tallahassee, FL 32399-0400
(904) 488-6927

Titles of competitions include:

Food Service Demonstration
Edible Centerpiece Demonstration

Students in this program also participate in Cooperative Education Clubs of Florida (CECF). Contact:

CECF
William Harnage, State Advisor
Florida Education Center
325 West Gaines St.
Tallahassee, FL 32399-0400
(904) 488-2220

Topics covered in the competitions include:

Fast-Food Occupations
Commercial Restaurant Occupations
Menu Strategy
Sanitation
Safety

Postsecondary Institutions with Programs in Related Areas

For students who are interested in continuing their training and education in the food production and services occupations, the following list of institutions with a variety of programs has been compiled by the committee. Only basic information is provided here, and no attempt has been made to describe or evaluate programs.

In Florida (public and private)

American Culinary Federation, Inc.
P.O. Box 3466
St. Augustine, FL 32084

Broward Community College
225 East Las Olas Blvd.
Fort Lauderdale, FL 33301

Florida Community College at Jacksonville
501 West State Street
Jacksonville, FL 32202

Florida International University
University Park
Tamiami Trail
Miami, FL 33199

Florida Keys Community College
Key West, FL 33040

Florida State University
Admissions Office
Tallahassee, FL 32306-1009

Tom P. Haney Vocational-Technical Center
3016 Highway 77
Panama City, FL 32405

Miami-Dade Community College
300 NE Second Avenue
Miami, FL 33132

Pasco-Hernando Community College
2401 County Road 41 North
Dade City, FL 33525-7599

Pensacola Junior College
1000 College Boulevard
Pensacola, FL 32504

Saint Leo College
P.O. Box 2008
Saint Leo, FL 33574-9990

Santa Fe Community College
3000 N.W. 83rd Street
P.O. Box 1530
Gainesville, FL 32306

St. Augustine Technical Center
Collins Avenue at Del Monte
St. Augustine, FL 32084

Pinellas Technical Education Center, South
901 34th Street, South
St. Petersburg, FL 33712

Tampa College
3319 West Hillsborough Avenue
Tampa, FL 33614

University of Florida
Gainesville, FL 32611

University of West Florida
Pensacola, FL 32514

Vista College-International Hospitality Institute
1351 South 14th Avenue
Hollywood, FL 33020

Webber College
P.O. Box 96
Babson Park, FL 33827

Withlacoochee Vocational and Adult Educational Center
1201 West Main Street
Inverness, FL 32650-4696

Out of State (public and private)

Club Managers Association of America
7615 Winterberry Place
P.O. Box 34482
Bethesda, MD 20817

Council on Hotel, Restaurant & Institutional Education
118 Henderson Building
University Park, PA 16802

Culinary Institute of America
P.O. Box 53
Hyde Park, NY 12538

Culinary School of Washington, LTD.
4470 MacArthur Boulevard NW
Washington, DC 20036

Institute of Food Technologists
221 North LaSalle Street
Suite 2120
Chicago, IL 60601

International Association of Cooking Schools
1001 Connecticut Avenue
Suite 800
Washington, DC 20036

Johnson and Wales College
701 East Bay Street
Charleston, SC 23403

Johnson and Wales College
Abbot Park Place
Providence, RI 02903

National Association of Trade and Technical Schools
P.O. Box 10429
Department BL
Rockville, MD 20850

The National Institute for the Food Service Industry
20 North Wacker Drive
Chicago, IL 60606

New England Culinary Institute
110 East State Street
Montpelier, VT 05602

North Carolina Wesleyan College
Wesleyan College Station
Rocky Mount, NC 27801

University of Wisconsin-Stout
Menomonie, WI 54751

Western Culinary Institute
1316 SW 13th Avenue
Portland, OR 97201

Teacher Certification

Listed below are the certification coverages included in the current *Course Code Directory* for Food Production and Services:

VOC HME EC @2 @4 GEN HME EC @2 @4 HOMEMAKING @2 @7
QUAN FOOD 7 SC FOOD SV @6 D
HOME EC 1 2 HOME EC OCC 7

Professional Organizations and Support Services

American Bakers Association
Suite 300
1111-14th Street, NW
Washington, DC 20001

American Dietetic Association
430 North Michigan Avenue
Chicago, IL 60611

American Home Economics Association
1555 King Street
Alexandria, VA 22314
1-800-424-8080

American Institute of Baking
1213 Baker's Way
Manhattan, KS 66502

American School Food Service Association
1600 Duke Street, 7th Floor
Alexandria, VA 22314
1-800-877-1788 (Legislative Hotline)

The Educational Foundation
National Restaurant Association
20 North Wacker Drive
Chicago, IL 60606-5834

Division of Vocational, Adult, and Community Education
Florida Department of Education
Florida Education Center
Tallahassee, FL 32399

Florida Home Economics Association
(Contact Home Economics Occupational
Program Director, DVACE, for current
address.)

Florida School Food Service Association
124 Salem Court
Tallahassee, FL 32301

National Food Service Association
P.O. Box 1932
Columbus, OH 43216

National Restaurant Association
311 First Street NW
Washington, DC 20001

Local organizations, such as
- home and family education associations
- cooperative extension service
- restaurant associations

Strategies for Implementing the Program

The Food Production and Services (FPS) committee, consisting of instructors throughout the state, has generated a variety of strategies and ideas for implementing the program. Their programs vary in size, facility space, equipment, and so on. It is hoped that the new instructor in such a program should be able to glean some suggestions appropriate to his or her specific situation.

Program 1

There are 50 students in FPS 1, 2, and 3. The day is arranged so that FPS 2 and 3 meet for one period, and FPS 1 meets for a two-period block of time. The facilities include a classroom and five homemaking labs, including one with commercial equipment (refrigerator, freezer, three-compartment sink, convection oven, etc.).

Instructional strategies, activities, methods

Students plan and prepare bake sales and a variety of breakfasts, luncheons, and teas for the school community. Students compete in special events, such as cake-decorating and pie-baking contests.

Student recruitment

A variety of techniques are used, such as a slide presentation, bulletin board displays with pictures of students, and flyers. Word of mouth and the CECF contests are also effective.

Program 2

There are 20 students in FPS 2 and 3. The lab consists of seven homemaking kitchens with some commercial equipment, limited because of space. Each kitchen is a station for instructing and preparing beverages, salads, sandwiches, etc.

Instructional strategies, activities, methods

The class runs a bakery and prepares a luncheon for faculty and staff (serving 175 guests) during the first semester. During the second semester, the class runs a restaurant serving 80 to 90 customers) one day a week.

Attracting customers

The class uses a variety of activities, such as serving sample bakery items in the faculty lounge, placing notices and menus in mailboxes, signing up other teachers, and relying on word of mouth.

Student recruitment

Course descriptions are printed in the curriculum bulletins, and announcements are made to the FPS 1 students. The program has also printed flyers.

Program 3

There are 94 students in FPS 1, 2, and 3. There is a classroom/dining room and a large commercial kitchen laboratory.

Instructional strategies, activities, methods

Students take part in special events and luncheons for the school community by preparing food, marketing orders, taking inventory, and storing supplies.

Attracting customers

Announcements are made over the intercom, and menus and order forms are placed in mailboxes.

Student recruitment

A table is set up at the curriculum fair. Teachers are active in recruiting.

Program 4

There are 100 students in FPS 1, 2, and 3. FPS 1 is held for four single periods; FPS 2 and 3 are held for a two-period block each day. There is a classroom/dining room, a lab with four homemaking kitchens, and an area with commercial equipment (refrigerator, freezer, deep fryer, convection oven, large table mixer, etc.).

Instructional strategies, activities, methods

FPS 1 students study basic food service knowledge and skills. FPS 2 and 3 students conduct a catering service ("Hernandough Catering") that offers baked products, salads, and sandwiches to the school. FPS students prepare a fast-food menu for students on special occasions. They also cater special events for school and community, including luncheons and wedding receptions. Students plan menus, calculate supplies, and shop.

Attracting customers

Students prepare lists and order forms for their bakery, party trays, and take-out items. These are distributed to the school's staff and staff at other schools. Students compete for prizes in a sales contest. The catering service has printed business cards.

Student recruitment

The FPS program is advertised in related classes. Special events give the department visibility. Students sell products after school, and activities are promoted in the local paper. Students wear T-shirts with their class name and participate in HERO activities and competitions.

Program 5

There are 30 students in two FPS 1 classes. Each meets for one class period. There are 15 students in FPS 2 and 3, which are held during a two-period block every day. There is one laboratory with five homemaking kitchens. Students sometimes work in the kitchen facilities of the cafeteria to gain experience in a commercial kitchen setting. The program has no classroom/dining room, and there is limited storage space.

Instructional strategies, activities, methods

Students first learn to prepare a variety of food products. Eventually, order forms are distributed to potential customers (in mailboxes, school newspaper, etc.). Students prepare and freeze the food (such as baked goods, casseroles, specialty foods), and the customers pick it up.

Students also have the opportunity to participate in various community events (e.g., parties, wedding receptions, retirement or election parties, awards receptions). Students rotate as class managers for these events. Customers are asked to give feedback on the food and the service.

Students are encouraged to participate in community activities, such as the Festival of Trees, a charity event, during which students contribute houses for the "gingerbread house village." They also compete at the county fair, entering baked goods, candies, and decorated cakes.

Attracting customers

The program is solidly supported by the school and the community. Initially, the program held an open house with food displays, taste testing, and student demonstrations in the cafeteria. Now, little marketing is necessary because of reputation and word-of-mouth advertising.

Student recruitment

Junior and senior high students are given a tour of facilities. The program uses display boards, exhibits, videotapes, and brochures. FPS teachers work closely with counselors and teacher-advisors. Word of mouth from students is effective.

Program 6

There are 100 students in FPS 1, 2, and 3. FPS 1 is held for two single periods each week. FPS 2 and 3 are held for two two-period blocks each day. There is one food laboratory with four homemaking kitchens. The classroom is converted into a dining room each Friday.

Instructional strategies, activities, methods

A schoolwide restaurant service is conducted by the students each Friday. FPS 1 students, who study basic food science, prepare the breads and desserts for the restaurant. The FPS 2 and 3 students plan the menu, do the shopping, keep inventory, prepare and evaluate the food, greet and serve the customers, and clean up. Based on menu selections, students do the required shopping as a field trip each week.

Students also cater events (e.g., dinner theaters, bake sales, and holiday luncheons) and provide refreshments for evening events, pies at Thanksgiving, holiday cookie boxes, and food for various clubs.

Students wear T-shirts with the restaurant motif. Chef jackets and aprons are monogrammed with the restaurant name.

Attracting customers

A "grand opening" is held each fall, offering new teachers a complimentary lunch. During the year, gift certificates, discounts, and a pay-in-advance plan are offered. Menus are placed in staff mailboxes.

Student recruitment

Students are recruited in home economics courses. Word of mouth from students is also effective.

INSTRUCTIONAL RESOURCES

Test-Item Bank

The Division of Vocational, Adult, and Community Education (DVACE) has coordinated the development of multiple-choice test items for selected vocational job preparatory programs. Test items are based on Student Performance Standards for the specific programs. Such a test-item bank has been developed for Food Production and Services and includes approximately 600 items. Contact the Bureau of Vocational Program and Staff Development at (904) 488-1839 or SUNCOM 278-1839 for information on using the bank.

Introduction to Resources

Following are listed a variety of resources in the area of Food Production and Services. Included are publishers of print material, software, and audiovisual material; materials recommended by instructors; and information about FEIS. You are encouraged to request catalogs from publishers, professional organizations, and manufacturers so that you are aware of the most current materials available.

Sources of Print and Audiovisual Materials and Software

	Print	Audiovisual	Software
American Technical Publishers, Inc. 1155 West 175th Street Homewood, IL 60430	X	--	--
Bennett & McKnight (A division of Glencoe Publishing Co.) Front and Brown Streets Riverside, NJ 08075	X	--	X
Butterick Publishing Company 161 - 6th Avenue New York, NY 10013	X	X	--
Division of Vocational, Adult, and Community Education Florida Department of Education Florida Education Center Tallahassee, FL 32399-0040	X	X	X
East Texas State University Occupational Curriculum Laboratory Commerce, TX 75428	X	X	--

	Print	Audiovisual	Software
Glencoe Publishing Company (parent of Bennett & McKnight) Front and Brown Streets Riverside, NJ 08075	X	X	--
Goodheart-Willcox Co., Inc. 123 West Taft Drive South Holland, IL 60473	X	--	X
MacMillian Publishing Company Front and Brown Streets Riverside, NJ 08075	X	--	--
McGraw-Hill Publishing Company Gregg Division 1221 Avenue of the Americas New York, NY 10021	X	--	--
National Educational Media 15760 Ventura Boulevard Encino, CA 91436	X	X	--
National Restaurant Association 1200 - 17th Street NW Washington, DC 20036 (800) 424-5156	X	X	X
Oklahoma State Department of Vocational and Technical Education 1500 West Seventh Avenue Stillwater, OK 74074-4364	X	--	--
Orange Juice Software 338 South Arch Avenue New Richmond, WI 54017	--	--	X
Prentice-Hall, Inc. Regional Office 5925 Peachtree Industrial Boulevard Chamblee, GA 3034l	X	X	X
RMI Media Productions 2807 West 47th Street Shawnee Mission, KS 66205	--	X	--
Sunburst Communications 101 Castleton Street Pleasantville, NY 10570-3498	--	X	X

	Print	Audiovisual	Software
Texas Tech University Home Economics Instructional Materials Center Box 4076 Lubbock, TX 79709	X	--	--
Utah State University UMC 83 Logan, UT 84322	X	X	--
Van Nostrand Reinhold 115 Fifth Avenue New York, NY 10003	X	--	--
Vocational Media Associates Box 1050 Mount Kisco, NY 10549-9989 (800) 431-1242	X	X	--
Walch, J. Weston Box 658 Portland, MA 04104	X	--	X
John Wiley & Sons 605 - 3rd Avenue New York, NY 10016	X	--	--

Other/Noncommercial - The following are sources of information and materials that may provide resources.

Partners in Program Excellence (PIPE). Division of Vocational, Adult, and Community Education, 1988. A manual and videotape.

> The purpose of PIPE is to provide a working model for the creation of active partnerships between Florida schools and their local business and industry representatives. The PIPE system suggests concrete ways in which the local program advisory committee (PAC) can have an active role in keeping programs up-to-date. Topics include: developing a marketing plan, planning curriculum, developing evaluation procedures, and planning instructional strategies.

Career Merit Achievement Plan (Career MAP). Division of Vocational, Adult, and Community Education, 1989. Print product.

> A Career MAP is a graphic representation of Florida Statewide Student Performance Standards for an individual vocational program. Students are "checked off" on a standard as they reach competency. Three levels of competency in performing skills can be differentiated. Standards that are knowledge-only may also be checked off. Career MAPs are available for the Food Production and Services program.

Online Computer Library Center (OCLC). Southeastern Library Network. Computerized information about educational resources. 1-800-999-8558.

> Access to this computerized information system is through institutional membership in OCLC. Membership is on a "leased line" or "dial access" basis. All Florida State University System universities, and some private universities, are members. In addition, some community colleges, school districts, and public libraries are members. Instructors have access to OCLC through these institutions.

Teacher-Recommended Materials

PRINT

Author	Title	Publisher	Date
Cincinnati Public Schools/ Home Economics Department	*Exploring Careers in Hospitality and Food Service*	Bennett & McKnight	1975
Cornelius, Ethelwyn	*Food Service Careers*	Bennett & McKnight	1979

Author	Title	Publisher	Date
Curriculum & Instructional Materials Center	*Food Production, Management, and Services*	Oklahoma State Department of Vocational & Technical Education	1983
Duffie, Mary Ann	*So You Are Ready to Cook*	MacMillan Publishing Co.	1974
Florida Department of Education	*Commercial Cook*	Florida Department of Education	1981
Florida Department of Education	*Commercial Foods and Culinary Arts Series (LAPs)*	Florida Department of Education	1985
Greene, Carole	*Food for Thought*	J. Weston Walch	1981
Grimes, Vici and Chesser, Jerald	*Food Service: Production and Service*	Oklahoma State Department of Vocational & Technical Education	1976
Haines, Robert G.	*Food Preparation*	American Technical Publishers	1988
Herr, Edwin L., ed.	*Your Working Life: A Guide to Getting and Holding a Job*	McGraw-Hill Book Company	1980
Home Economics Instructional Materials Center	*Home Economics Careers in Food Service*	Texas Technical University	1980
Home Economics Instructional Materials Center	*Food Production, Management, and Services*	Texas Technical University	1986
Largen, Velda L.	*Guide to Good Food*	Goodheart-Wilcox Co.	1988

Author	Title	Publisher	Date
Lee, Hyo and Massey, Romeo	*Teacher's Guide: Food Production & Services filmstrips*	Florida Department of Education	1982, 1986
Medved, Eva	*The World of Food*	Prentice-Hall, Inc.	1988
National Restaurant Association	*Facilities Operations Manual*	National Restaurant Association	1986
National Restaurant Association	*Safety Operations Manual*	National Restaurant Association	1988
Occupational Curriculum Lab	*Fast Food Occupations*	East Texas State University	1980
Occupational Curriculum Lab	*Commercial Restaurant Occupations*	East Texas State University	1980
Pepper, Michael; Pratt, Gilbert; and Winnick, Alice	*Customer Service*	Bennett & McKnight	1984
*Pepper, Michael; Pratt, Gilbert; and Winnick, Alice	*Fast Food and Short-Order Cooking*	Bennett & McKnight	1986
Pepper, Michael; Pratt, Gilbert; and Winnick, Alice	*Quantity Food Techniques*	Bennett & McKnight	1984
Pepper, Michael; Pratt, Gilbert; and Winnick, Alice	*Safety and Sanitation*	Bennett & McKnight	1984

*State-adopted material, 1989-90.

Author	Title	Publisher	Date
Ray, Mary Frey and Dondi, Beda A.	*Professional Cooking and Baking*	Bennett & McKnight	1981
Ray, Mary Frey and Lewis, Evelyn Jones	*Exploring Professional Cooking*	Bennett & McKnight	1988
Shugart, Grace; Molt, Mary K.; and Wilson, Maxine F.	*Food for Fifty*	John Wiley & Sons	1985
Terrell, Margaret E. and Headlund, Dorothea B.	*Large Quanity Recipes*	Van Nostrand Reinhold	1989

AUDIOVISUAL

Title	Source	Format
First Aid: Newest Techniques	Sunburst Communications	filmstrip and videotape
Food Production and Services	Florida DOE	filmstrip series
Food Service: Baking	Vocational Media Assn.	filmstrip and videotape
Food Service: Basic Skills/Career	Vocational Media Assn.	filmstrip and videotape
Food Service: Buffets and Banquets	Vocational Media Assn.	filmstrip and videotape
Food Service: Food Preparation	Vocational Media Assn.	filmstrip and videotape
Food Service: International Cuisine/Meat	Vocational Media Assn.	filmstrip and videotape
Food Service: Nutrition	Vocational Media Assn.	filmstrip and videotape
Food Service: Safety/Sanitation	Vocational Media Assn.	filmstrip and videotape
Food Service: Short Order/Fast Foods	Vocational Media Assn.	filmstrip and videotape
Food Service: Skills and Equipment	Vocational Media Assn.	filmstrip and videotape

PERIODICALS

American School Food Service Journal
American School Food Service Association
1600 Duke Street, 7th Floor
Alexandria, VA 22314

Food Service Information Abstracts (FSANT)
1217 - 17th Street NW
Washington, DC 20036
(800) 424-5156

Modern Baking
P.O. Box 970
Fort Washington, PA 19034-9935

Nation's Restaurant News
425 Park Avenue
New York, NY 10022

Restaurant and Institutions
P.O. Box 5080
1350 East Touhy Avenue
Des Plaines, IL 60018

Restaurants USA
311 First Street, NW
Washington, DC 20001

School Food in Florida
Florida School Food Service Association
124 Salem Court
Tallahassee, FL 32301

Sunbelt Foodservice
Shelby Publishing Company, Inc.
517 Green Street
Gainesville, GA 30501

FEIS Services

FLORIDA EDUCATIONAL INFORMATION SERVICE
2003 Apalachee Parkway
Tallahassee, FL 32301
(904) 487-2054

If you need (1) information about copyright; (2) a list of instructors teaching Food Production and Services programs in Florida; (3) journal articles or project reports on specific topics; (4) curriculum and instructional materials; or (5) information on current trends, issues, and research, please contact the Florida Educational Information Service (FEIS), Center for Instructional Development and Services, College of Education, Florida State University, 2003 Apalachee Parkway, Tallahassee, Florida 32301, (904) 487-2054. FEIS will tailor its service to meet your needs on information concerning resource materials.

APPENDIX A

Sample Student Learning Guide
for
Food Production and Services

SAMPLE STUDENT LEARNING GUIDE*

PROGRAM: Food Production and Services

Intended Outcome: 08. Use Recipes

Student Performance Standards: 08.01 Identify abbreviations for weights and measures; 08.02 Identify equivalents of weights and measures.

INTRODUCTION to the Student.

In this LAP, you will learn the common abbreviations used in recipes for weights and measures. This information will prepare you for the next LAP, when you will learn how to weigh and measure ingredients with the correct tools.

OBJECTIVES

You will be able to:

1. match various weights and measures with the correct abbreviations (all 17 must be correct).
2. match various weights and measures with their equivalents (with 8 out of 9 correct).

*Adapted from *Reading and Converting Recipes/Weighing and Measuring,* Commercial Foods and Culinary Arts Competency-Based Series, LAP 5.1(b), Tallahassee: Florida DOE/DVACE, 1985. Limited copies may be available from the Dissemination Unit of the Division of Vocational, Adult, and Community Education.

Information Sheet 4
Weights and Measures

Abbreviations

Weighing and measuring terms are often abbreviated in recipes. Study this list of common abbreviations.

teaspoon = t. or tsp.
tablespoon = T. or Tbsp.
cup = c.
pint = pt.
quart = qt.
gallon = gal.
ounce = oz.
pound = lb. or #
peck = pk.
bushel = bu.
dozen = dz.
few grains = fg.
pinch = pch.
fluid ounce = fl. oz.
unit = un.

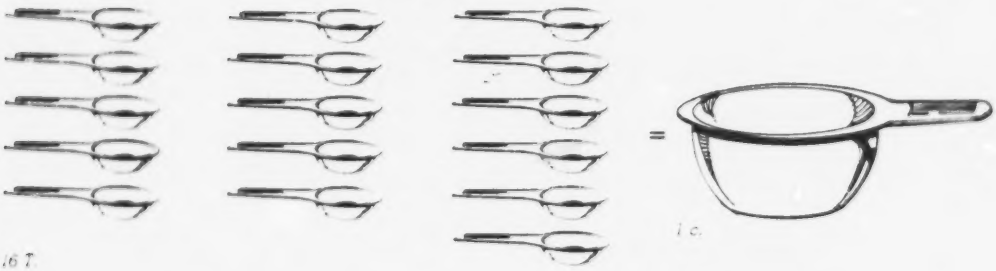
Note: Fluid ounces and weighed ounces are not the same. Check each recipe carefully to determine whether you are to use fluid ounces or weighed ounces.

Equivalents

You can convert (change) from one measure to another. The following illustrations show *equivalent* measures and weights.

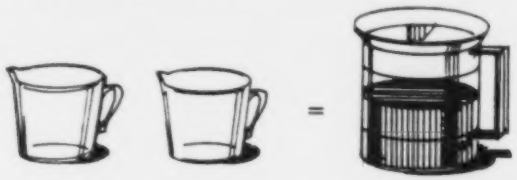
3 teaspoons = 1 tablespoon

16 tablespoons = one cup



Information Sheet 4 (continued)
Weights and Measures

2 cups = 1 pint = 1/2 quart



1 c. + 1 c. = 1 pt. or 1/2 qt.

4 cups = 2 pints = 1 quart

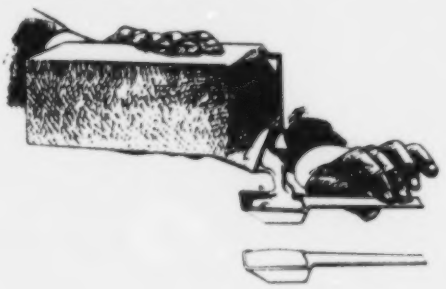
1 c. + 1 c. + 1 c. + 1 c. = 2 pts. or 1 qt.

4 quarts = 1 gallon

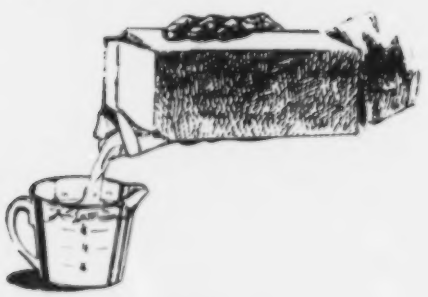
1 qt. + 1 qt. + 1 qt. + 1 qt = 1 gal.

Information Sheet 4 (continued)
Weights and Measures

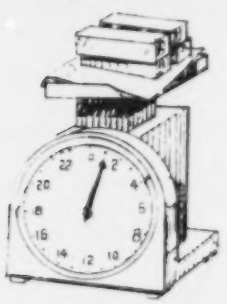
2 tablespoons = 1 fluid ounce



1 cup = 8 fluid ounces

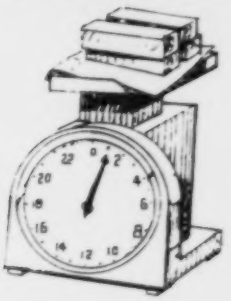


16 weighed ounces = 1 pound



Information Sheet 4 (continued)
Weights and Measures

Four 4-ounce sticks of butter = 1 pound



There are conversion tables to help you change weights to measures or measures to weights. For example, you would use a conversion table to find out the cup equivalent of a pound of butter.

Information Sheet 4 (continued)
Weights and Measures

Common Can Sizes

Approximately 3/4 cup
(6 fl. oz.)

Used for frozen concentrated juices and individual servings of juice

Approximately 1 cup
(7 3/4 fl. oz.)

Used for some fruits, vegetables, and specialty items

#1 (Picnic)
Approximately 1 1/4 cups
10 1/2 oz.
(9 1/2 fl. oz.)

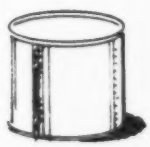
Used for condensed soups, some fruits, vegetables, meat, and fish products

#300
Approximately 1 3/4 cups
15 1/2 oz.
(13 1/2 fl. oz.)

Used for specialty items and a variety of fruits, including cranberry sauce

#303
Approximately 2 cups
1 lb.
(15 fl. oz.)

Used extensively for vegetables and some fruits



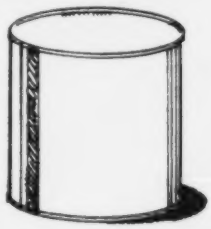
#2
Approximately 2 1/2 cups
1 lb. 4 oz.
(1 pt. 2 fl. oz.)

Used for vegetables, many fruits, and juices

Information Sheet 4 (continued)
Weights and Measures

#2 1/2
Approximately 3 1/2 cups
1 lb. 13 oz.
(1 pt. 10 fl. oz.)

Used principally for fruits and some vegetables



#10
Approximately 12 cups
6 lb. 9 oz.
(3 pts.)

The "institutional" or "restaurant" size container used for most fruits and vegetables; not ordinarily available in retail stores

#5
Approximately 5 3/4 cups
(1 qt. 14 fl. oz.)

Activity 4A
Matching Abbreviations

Directions

On a separate sheet of paper, copy this list of abbreviations. Then write the correct weight or measure for each abbreviation from the word bank below. You will need to use some weights and measures more than once.

DO NOT WRITE IN THIS LAP

_____ = oz.	_____ = pt.
_____ = lb.	_____ = gal.
_____ = qt.	_____ = fg.
_____ = c.	_____ = bu.
_____ = T.	_____ = #
_____ = pch.	_____ = tsp.
_____ = dz.	_____ = pk.
_____ = Tbsp.	_____ = fl. oz.
_____ = t.	_____ = un.

Word Bank

dozen
pound
teaspoon
peck
pint
pinch
tablespoon
cup
few grains
quart
bushel
ounce
gallon
fluid ounce
unit

Check your answers in the back of this LAP. If you missed any, review Information Sheet 4.

Activity 4B

Converting to Equivalent Weights and Measures

Directions

On a separate sheet of paper, write each weight or measure. From the list below, choose the correct equivalent to write beside each weight or measure.

Weights and Measures

_____ = 1 tablespoon

_____ = 1 cup

_____ = 1 pint

_____ = 1 quart

_____ = 1 gallon

_____ = 1 fluid ounce

_____ = 1 cup (liquid)

_____ = 1 pound

_____ = 1 pound (butter)

Equivalents (There are more equivalents than measures; use only one for each.)

3 pints
3 quarts
2 tablespoons
18 weighed ounces
2 pints
8 fluid ounces
3 teaspoons
2 teaspoons
10 tablespoons
4 4-ounce sticks
16 weighed ounces
6 sticks
18 fluid ounces
3 tablespoons
4 quarts
3 cups
2 cups
16 tablespoons

Check your answers in the back of this LAP. If you missed any, review Information Sheet 4.

Answer Keys for Written Activities (continued)

Activity 4A
Matching Abbreviations

ounce	= oz.	pint	= pt.
pound	= lb.	gallon	= gal.
quart	= qt.	few grains	= fg.
cup	= c.	bushel	= bu.
tablespoon	= T.	pound	= #
pinch	= pch.	teaspoon	= tsp.
dozen	= dz.	peck	= pk.
tablespoon	= Tbsp.	fluid ounces	= fl.oz.
teaspoon	= t.	unit	= un.

Activity 4B
Converting to Equivalent Weights and Measures

3 teaspoons	=	1 tablespoon
16 tablespoons	=	1 cup
2 cups	=	1 pint
2 pints	=	1 quart
4 quarts	=	1 gallon
2 tablespoons	=	1 fluid ounce
8 fluid ounces	=	1 cup (liquid)
16 weighed ounces	=	1 pound
4 4-ounce sticks	=	1 pound (butter)

APPENDIX B

LISTS OF EQUIPMENT
(Prepared by the DVACE, 1988)

Home Economics Generic Equipment List
All Lab Settings

Equipment and tools listed are the minimum required to meet the intended outcomes and student performance standards for each course. It is strongly recommended that Home Economics courses be taught in fully equipped labs and related classrooms to enhance instruction.

These lists contain minimum descriptions. Due to rapidly changing technology, it is recommended that industry experts and other sources be consulted in order to assure that items that are purchased are durable and reliable as well as representative of that used in industry.

Amount		Generic Description
DEPARTMENTAL EQUIPMENT:		
1		Camcorder, Commercial Quality, VHS
1		Camera, 35 mm, Automatic Focus, Built-in Flash, Automatic
1		Projector, 16 mm, Film, Commercial Quality
1		Projector, 35 mm, Filmstrip, Automatic Advance, with Cassette
1		Projector, Carousel, Slide
1		Recorder, Cassette Tape, Commercial Quality, with Built-in Microphone
1		Video Cassette Recorder, VHS, Commercial Quality
LABORATORY/CLASSROOM EQUIPMENT:		
1	Per Laboratory	A/V Cart, with Electrical Hook-ups
1	Per Laboratory	Cart for Computer (Optional), with Casters and Locking Storage Cabinet
2	Per Laboratory	Chair, Secretarial (1 for Teacher and 1 for Computer)
1	Per Laboratory	Desk, Teacher's, Locking
1	Per Laboratory	Filing Cabinet, 2-Drawer, Legal, Locking
1	Per Laboratory	Filing Cabinet, 4-Drawer, Legal, Locking
1	Per Laboratory	Lectern, with Overhead Projector Stand
1	Per Laboratory	Microcomputer, with 2 Disk Drives, Color Monitor
1	Per Laboratory	Pencil Sharpener
1	Per Laboratory	Printer, Microcomputer, Dot Matrix
1	Per Laboratory	Projection Screen, Wall-Mounted
1	Per Laboratory	Projector, Overhead
1	Per Laboratory	Stool For Lectern
1	Per Laboratory	TV Monitor, Color, Remote Control
2	Per Laboratory	Wastebasket
TEACHER WORK AREA EQUIPMENT:		
1		Calculator, Desk-Type, with Tape
1		Cart, Computer, with Casters and Locking Cabinet for Storage
1	Per Teacher	Chair, Secretarial
1		Copier (Optional)
1	Per Teacher	Filing Cabinet, 4-Drawer, Legal-Size, Locking
1		First Aid Kit
1	Per Teacher	Linear Work Area with Storage, to Include Bookshelves Above
1		Microcomputer, with 2 Disk Drive and Color Monitor
1		Paper Cutter, Large
1		Pencil Sharpener
1		Printer, Microcomputer, Dot Matrix
1		Telephone, with Outside Line Service
1		Typewriter, Electric, Wide Carriage
2		Wastebasket, Large
1		Work Table, Rectangular, (30" x 72" Minimum)

PROGRAM: Food Production and Services/Food Management, Production and Services
CATEGORY: Post Secondary Job Preparatory
PROGRAM: Food Production and Services
CATEGORY: Secondary Job Preparatory
RECOMMENDED LAB SETTING: Food Production and Management Laboratory
NOTE: See office and common equipment file for standard classroom furnishings/equipment. Specialized equipment and tools are listed below.

Equipment and tools listed are the minimum required to meet the intended outcomes and student performance standards for each course. It is strongly recommended that Home Economics courses be taught in fully equipped labs and related classrooms to enhance instruction.

These lists contain minimum descriptions. Due to rapidly changing technology, it is recommended that industry experts and other sources be consulted in order to assure that items that are purchased are durable and reliable as well as representative of that used in industry.

Ed. Specs	Amount	Generic Description
	Large Equipment:	
	1	Blender, Commercial
*	1	Booster Unit, for Water Heater
	Seating for 50	Booth, and/or Dining Tables, Seating for 2's, 4's and 6's
*	1	Braising Pan, Tilting, Stainless Steel, with Stand and Cab
	2	Brute Can, on Dolly, 10 Gal., for Dry Storage
	2	Brute Can, on Dolly, 20 Gal., for Dry Storage
	2	Brute Can, on Dolly, 32 Gal. for Dry Storage
	2	Bussing Cart, with Rubber Wheels
*	1	Cabinet, Proofing/Heating
*	1 Per Student	Cabinet, Tote Tray, Built-In, with Tote Trays
*	2	Can Opener, Commercial, Installed
	1	Cart, Flatware
	1	Cart, Tray
	1	Cash Register on Stand/Cashier Cart
	50	Chairs, Dining, with Vinyl, Padded Seats and Backs
*	1	Char-Broiler, with Storage Stand
*	1	Check Minder, Installed
	1	Coffee Maker, Drip-Type, Commercial, with Keep-Warm
	1	Cold Drink Dispenser
*	1	Deep-Fat Fryer System
	1 Per Student	Desk, Student, Chair, with Large Laminated Work Surface, (18" x 24") and Book Rack
	1	Dessert Display Case
	1	Dish Cart
	1	Dish Dispenser, with 2 Compartments
*	1	Dish Table with Sink and Garbage Disposal Unit, Commercial
	2	Dispenser, Iced Tea
	1	Dolly, Dish Rack
	1	Drink Mixer, Commercial-Type
*	1	Dryer, Large Capacity, Heavy Duty, Variable Heat Setting, Automatic, Vented to Outside
	1	Food Chopper/Processor
	1	Food Warmer, Portable
*	1	Freezer, Walk-In, Commercial Type, with Shelves and Lock
*	1	Griddle, with Stand, (18" x 36" x 24")
*	1	Hood, Exhaust System, Commercial Type, with Fire Extinguish
*	1	Ice Maker, 200 Lb. Minimum Capacity
*	20	Lockers, Student, Adjacent to Hand-Washing Area, with Lock
	2	Magazine Stand
	1	Mirror, Full-Length, Wall-Mounted in Locker Room
	1	Micro-Computer, 2 Disk Drives, Color Monitor
	1	Printer, Computer, Dot-Matrix
	1	Mixer, 5 Qt., Commercial Type

1	Mixer, 30 Qt., with Attachments for Veg. Chopper and Meat Grinder
* 1	Oven, Convection, with Double Deck Storage
* 1	Oven, Stack-Type, 3 Decker
1	Rack, Coat
6	Rack, Cup, for Commercial Dishwasher and Storage
4	Rack, Dish, for Commercial Dishwasher
6	Rack, Glass, for Commercial Dishwasher and Storage
2	Racks, Baker's, Open, Casters, Heavy Duty, Heavy Gauge Steel
* 2	Racks, Hanging, for Pots, Stainless Steel, Installed
* 1	Range, electric or Gas, Commercial Type, 4 Surface Heating Units, Self Cleaning
* 1	Refrigerator Unit - Salad/Sandwich Type, Stainless Steel
* 1	Refrigerator, Walk-In, Commercial Type, with Shelves and Locks
* 1	Serving Unit, Cold-Food, with Sneeze Guard (58" x 30" x 34")
* 1	Serving Unit, Hot Food, with Sneeze Guard, (58" x 30" x 34")
	Shelving, Coated Wire, for Storage Room
* 1	Sink, 2-Compartment, Pantry/Prep., Stainless Steel
* 1	Sink, Single Compartment, for Handwashing, Stainless Steel
* 1	Sink Three-Compartment, Deep, Stainless Steel
* 1	Sink, Utility, Deep, with Hot and Cold Water (For Mops, Etc.)
1	Stand, Mobile Bowl, with 30 Quart Bowl
* 1	Steam Jacketed Kettle, with Stand and Cabinet-Type Storage
* 1	Steamer/Cooker, with Stand and Cabinet-Type Storage, Stainless Steel
1	Table Baker's, Stainless Steel, with Hardwood Top Surface
1	Table, Computer, with Locking Cabinet and Casters
1	Table, Demonstration, with Mirror and Casters
4	Tables, Work, Stainless Steel, with Drawers and Lower Shelves
1	Telephone, with Outside Line Service
1	Time Card Rack, with Minimum 25 Compartments
1	Time Clock
1	Toaster, Commercial
4	Utility Cart, Stainless Steel, with Rubber Wheels, 3 Shelves
1	Waffle Baker, Commercial
* 1	Washer, Heavy Duty, Large, Capacity, Top Loading, Minimum 3 Water Levels, 3 Temperature Wash, Lint Filter, Bleach Dispenser
* 1	Water Heater, 80 Gallon, Rapid Recovery

Small Equipment:

1	AM/FM Radio-Tape Recorder
(Individual Lab)	Anti-Fatigue Matting, for All Work Areas
1	Baker's Scale
2	Broom, Industrial Quality
1	Broom, Push, Industrial Quality
1	Bucket, with Wringer for Mop, Industrial Type
20	Bun Pans, Full Sheet, Heavy Guage Aluminum
20	Bun Pans, Half Sheet, Heavy Gauge Aluminum
1	Calculator, Electronic, Table Type, with Tape
2	Coffee Maker, Drip, 36-Cup
1	Coffee Urn, 100-Cup
6	Cookie Gun
12	Dispenser, Napkin, Commercial Type
8	Dispenser, Packet
1	Fire Blanket
1	Flannel Board
4	Garbage Cans, 20 Gallon, Rubber, Heavy Duty, with Lids
1	Knife Sharpener, Electric
1	Marker Board
1	Menu Board
6	Pan, Steam Table, Full-Size, 6" Deep, Stainless Steel
6	Pan, Steam Table, Full-Size, 2" Deep, Stainless Steel
6	Pan, Steam Table, Full-Size, 4" Deep, Stainless Steel
3	Pan, Steam Table, Perforated, Full-Size
6	Pan, Steam Table, Perforated, Half-Size, Stainless Steel

2	Portion Scales
2	Sign, "Wet Floor", with Stand
2	Step Stools, Safety, Heavy Duty
5	Tray Stands, Dining Room Type, Folding
Tools:	
30	Apron, Large Chef's, Washable, White
2	Bain Marie Pot
10	Baking Pan, (9" x 13")
10	Baking Pan, 8" Round
10	Baking Pan, 8" Square
10	Baking Pan, 9" Round
10	Baking Pan, 9" Square
16	Basket, Bread, Assorted, Round, Oval, Etc.
6	Bussing Pan, Heavy Duty Vinyl, Alkali and Acid Resistant
2	Butter Cutter
10	Cake Decorating Set, with Bags, Tips, Etc.
2	Cake Stand
15	Candle Holder
6	Casserole Set, Glass or Glass Ceramic, Assorted Sizes, with Covers
4	Chafer, Commercial
2	Cheese Cutter
1	China Cap
4	Cleaver
6	Clip Board
3	Colander, Various Sizes, Commercial
15	Condiment Server
6	Cooking Fork, Stainless Steel
12	Cooling Rack, Large
50	Custard Cup, Glass or Glass Ceramic
6	Cutters, Assorted Types (Biscuit, Cookie, Etc.)
20	Cutting Board, Non-Porous Finish
2	Diet Scales
Service for 100	Dinnerware, Acid and Alkali Resistant, Microwave and Dishwasher Safe, Minimum 5 Piece Place Setting
60	Dish Cloth, Good Quality
144	Dish Towel, Terry, Good Quality
15	Dispenser, Syrup
2	Double Boiler
2	Dough Cutter
6	Dough Scraper
6	Draining Grate
2	Dust Pan
5	Egg Slicer
2	Fire Extinguisher, Multi-Purpose
1	Bucket, with Wringer, Industrial Type
1	Mop, Heavy Duty, Wet Type
1	Vacuum Cleaner, Wet-Dry
1	First Aid Kit
Service for 100	Flatware, Stainless Steel, 5-Piece Place Settings Minimum
2	Food Mill
2	French Fry Bagging Scoop
2	French Fry Cutter
6	Funnel, Assorted Sizes
6	Garnishing Tool Set
50	Glass, Parfait
100 Each	Glassware: 5 Oz., 9 Oz. and 12 Oz.
6	Grater
1	Juicer
6	Knife Set, Assorted Types and Sizes
6	Knife, Boning

12	Knife, Paring
12	Ladles, Varity of Sizes
2	Potato Masher
6	Measuring Cup Set, Dry, Nested
6	Measuring Cup, Liquid, 1 Cup
6	Measuring Cup, Liquid, 2 Cup
2 Each	Measuring Cup, Liquid: 1 Gal., ½ Gal., 1 Qt. and 1 Pt.
12	Measuring Spoon Set, Metal
6	Mixing Bowl Set, Nesting, Commercial-Size
10	Mold, Assorted Sizes and Shapes
5	Muffin Pan, Commercial
100	Napkins, Cloth, Dinner-Size
2	Oyster Knife
20	Pan, 9" Pie
20	Pan, Loaf
20	Pan, Pizza, Stainless Steel
2	Pan, Roast
6	Pan, Tube
6	Parisian Cutter
10	Pastry Blender
6	Pastry Brush, Dishwasher Safe
12	Peeler, Corer
2	Pie Divider, Commercial Quality
6	Pizza Cutter, Stainless Steel
50	Placemat, Washable Fabric or Vinyl
15	Platter, Stainless Steel, Assorted Shapes and Sizes
5	Popover Pan
2	Portion Cutter, 6 Wheel, Commercial Quality
5 Dozen	Pot Holder/Mitt, Assortment
2	Punch Bowl
2	Recipe Box
6	Rolling Pin, Commercial
2	Rotary Beater, Heavy Duty
12	Rubber Scraper, Assorted Sizes, Commercial Quality
15	Salt and Pepper Shaker Set, Glass, Dishwash Safe
6	Sauce Pot Set, 10-13 Pieces Each, with Lids
4 Each	Scoop, Assorted Sizes
25-30	Serving Utensils, Standard Sizes for Portion Control, Stainless Steel
2	Sharpening Steel
6	Shears, Kitchen
10	Skillet, Various Sizes and Types
2	Skimmer
6	Slotted Spoon, Stainless Steel, Commercial Type
20	Spatula, Straight-Edge, Bent, Commercial Type
6	Stock Pot, Various Sizes
15	Storage Containers, Assorted Sizes, Dishwasher Safe, Air-Tight
6	Strainer, Various Sizes
15	Sugar and Creamer Set, Glass, Dishwasher Safe
2 Per Table	Table Cloth, Washable, Stain-Resistant Fabric
50	Tart Pan
15	Tea Pot, Earthenware or Glass Ceramic, Dishwasher Safe
12	Thermometer, 4 Candy, 2 Fry, 4 Oven, 2 Refrigerator
6	Timer, with Seconds and Minutes, Bell
2	Tomato Corer
20	Tong, Various Sizes
1	Tool Kit
15	Tote and Food Storage Boxes, Assorted Sizes, Air-Tight, Dishwasher Safe
50	Tray, Cafeteria, Heavy Duty, Fiberglass, Dishwasher Safe
10	Tray, Serving
6	Turner, Large

15	Vase
6	Vegetable Brush
6	Water Pitcher
6	Whip, Various Sizes

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education

DVACE/07/90/450 123456789/90 HE 326 BK 90

CAREER MERIT ACHIEVEMENT PLAN (CAREER MAP)

FOOD PRODUCTION AND SERVICES

(0420.040101)

_____

STUDENT'S NAME

State of Florida

An affirmative action/equal opportunity employer

DEPARTMENT OF EDUCATION
Betty Castor, Commissioner

DIVISION OF VOCATIONAL, ADULT, AND COMMUNITY EDUCATION
Robert S. Howell, Director

INDUSTRY-BASED PARTNERSHIP PROGRAMS: The State of Florida is committed to the development of industry-based partnership programs, designed by education and industry to respond to industry's demand for a highly skilled work force.

PRODUCED BY

The Center for Instructional Development and Services
College of Education
Florida State University

FOR FURTHER INFORMATION, CONTACT

Bureau of Vocational Program and Staff Development
Division of Vocational, Adult, and Community Education
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THIS MERIT ACHIEVEMENT PLAN RECORDS THE ACHIEVEMENTS OF:

Student's Name _____

Student's ID Number _____

Student's Address _____

_____

Instructor's Name _____ **Initials** _____

School _____

_____

Date Started _____

PRIMARY JOB TITLES FOR THIS INSTRUCTIONAL PROGRAM

- FOOD PRODUCTION AND SERVICES
- All Other Food Service Workers (OES #70041899)
- Baker Helper (OES #61089003)
- Bakers, Bread and/or Pastry (OES #70040200)
- Cook Helper (DOT #317.687-010)
- Cooks, Institutional (OES #70040804)
- Cooks, Restaurant (OES #70040803)
- Fast-Food Restaurant Worker (OES #70041804)

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OVERVIEW

This Career MAP includes the competencies required for entry into the field of food production and services. Business and industry representatives have recommended that students in this field master these competencies in order to become employable. Local education agencies (LEAs) may adapt these competencies to meet their work-force needs.

Purposes of the MAP

The purposes of the MAP are to display the student performance standards (SPSs) required by the LEA and to document the level of achievement on SPSs that the student demonstrates.

How to Use the MAP

Administrator and Instructor. The administrator and instructor can use Career MAPs in curriculum planning, program updating and improvement, and teacher recruitment, selection, and updating. If the LEA changes or adds SPSs, the revised or additional SPSs should be included in the blank boxes that appear within each intended outcome or at the end of this MAP.

Instructor. The instructor can use Career MAPs to keep track of student progress on SPSs. By periodically reviewing the ratings on standards, the instructor can identify a student's strengths and weaknesses and on that basis identify the skills for which the student needs remedial instruction or advanced training. MAPs can also be useful in student counseling and evaluation.

Co-op Instructor/Employer. The employer who sponsors a co-op program should use the Career MAP for keeping a record of the student's performance on appropriate standards. The MAPs will also help the co-op instructor/employer in counseling and evaluating the student.

Student. The student may use the MAP to show potential employers the performance standards he or she has mastered. In order to present a complete record, the student should encourage the instructor/co-op employer to rate his or her level of achievement on all the appropriate SPSs and to fill in the verification form and the cooperative work experience page in the back of this MAP.

Employer. The MAP shows an employer the SPSs mastered by the student (a prospective employee) and the proficiency level achieved on each one. This information can help the employer make decisions about hiring, job assignments, and job-training needs.

Rating Student Performance

Performance Competencies. Ratings on SPSs should be based upon business/industrial performance standards. The evaluator observes and evaluates student performance as he or she would in the role of the employer or supervisor.

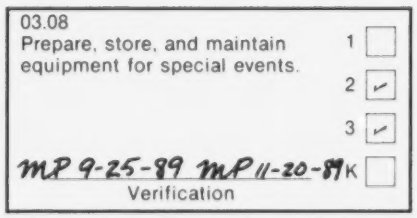
For each skill listed, the learner receives a rating of 1, 2, or 3. Each rating indicates a particular level of achievement:

1 = Learner demonstrates knowledge and understanding of this SPS, but is not yet able to apply that knowledge or understanding.

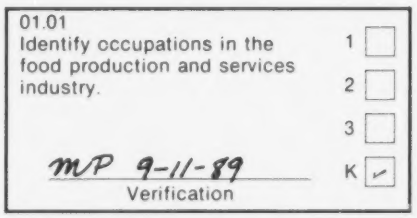
2 = Learner performs this SPS satisfactorily with only periodic supervision.

3 = Learner performs this SPS satisfactorily without supervision.

Whenever a performance standard is demonstrated, the instructor checks the appropriate rating box (1, 2, or 3) and initials and dates the verification line. If the student later demonstrates a higher level of achievement on a performance competency, the instructor checks the higher level and then enters his or her initials and the new date on the verification line, as shown in the following example:



Knowledge Competencies. For each SPS that is a knowledge competency only, with no manipulative skill involved, only one level of achievement is possible. If the student masters the competency, he or she receives a check in the bottom box ("K"), as shown below:



NOTE: An SPS without a checked rating indicates that the learner has not mastered the standard from lack of ability, time, opportunity, or need (the student's area of specialization may not have required it).

01.0 IDENTIFY CAREER AND JOB OPPORTUNITIES.

01.01 Identify occupations in the food production and services industry. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	01.02 Identify resources for a job search. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	01.03 Identify levels of training and education required for food production and services occupations. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification
01.04 Identify duties and responsibilities in food production and services occupations. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	01.05 Identify ways to achieve job advancement in the industry. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	01.06 Identify career options in the industry, such as entrepreneurship and franchise ownership. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification
01.07 Analyze current trends as they may affect the future of the industry. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification

02.0 DEMONSTRATE EMPLOYABILITY SKILLS.

02.01 Exhibit appropriate dress and grooming for food service workers. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	02.02 Identify acceptable work habits. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	02.03 Conduct a job search. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification
02.04 Secure information about a job. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	02.05 Identify documents that may be required when applying for a job. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	02.06 Complete a job application form correctly. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification

02.07 Demonstrate competence in job interview techniques. 1 2 3 K Verification	02.08 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons. 1 2 3 K Verification	02.09 Identify acceptable work habits. 1 2 3 K Verification
02.10 Demonstrate knowledge of how to make job changes appropriately. 1 2 3 K Verification	02.11 Demonstrate acceptable employee health habits. 1 2 3 K Verification	02.12 Identify rules, regulations, and legislation affecting the employee, such as social security, minimum wages, income tax, and child labor laws. 1 2 3 K Verification
02.13 Identify rules, regulations, and legislation affecting the food industry. 1 2 3 K Verification	02.14 Write a business letter, such as a letter of application, job interview, follow-up letter, or letter of resignation. 1 2 3 K Verification	02.15 Demonstrate customer relations skills. 1 2 3 K Verification
02.16 Identify techniques for establishing and maintaining positive working relationships with co-workers. 1 2 3 K Verification	1 2 3 K Verification	1 2 3 K Verification
1 2 3 K Verification	1 2 3 K Verification	1 2 3 K Verification

03.0 IDENTIFY OPERATIONAL PROCEDURES OF FOOD ESTABLISHMENTS.

03.01 Identify procedures that take place in the two main areas of a restaurant. 1 2 3 K Verification	03.02 Identify elements of a successfully organized food service operation in relation to time, energy, money, and space. 1 2 3 K Verification	03.03 Identify and follow a food production schedule. 1 2 3 K Verification
03.04 Demonstrate communication skills between front of house and back of house. 1 2 3 K Verification	03.05 Identify rules of motion economy that apply to work simplification. 1 2 3 K Verification	03.06 Identify the processes of purchasing, receiving, storing, and issuing foods. 1 2 3 K Verification

03.07 Identify the importance of proper inventory control. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	03.08 Prepare, store, and maintain equipment for special events. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

04.0 EXHIBIT SAFE, SECURE, AND SANITARY WORK PROCEDURES.

04.01 Apply hazard control, such as kitchen and fire safety. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	04.02 Identify first-aid procedures for burns, cuts, strains, and choking, and report to supervisor. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	04.03 Identify security measures for a facility, food and equipment, and personal safety. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
04.04 Demonstrate sanitary procedures in maintaining the facility. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	04.05 Identify ways in which food may be contaminated and how to prevent them. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	04.06 Identify sanitary procedures in food storage, preparation, and service. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
04.07 Identify preventive measures to control insects and rodents. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	04.08 Follow state and local sanitation and safety codes. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

05.0 USE COMMERCIAL TOOLS AND EQUIPMENT.

05.01 Identify small commercial tools and equipment. 1 2 3 K _____ Verification	05.02 Identify large commercial equipment. 1 2 3 K _____ Verification	05.03 Demonstrate safe procedures for use, cleaning, and storage of small commercial tools and equipment. 1 2 3 K _____ Verification
05.04 Demonstrate safe procedures for use, maintenance, and cleaning of large commercial equipment. 1 2 3 K _____ Verification	05.05 Identify and report the need for repair of tools and equipment. 1 2 3 K _____ Verification	1 2 3 K _____ Verification
1 2 3 K _____ Verification	1 2 3 K _____ Verification	1 2 3 K _____ Verification

06.0 PERFORM MEAL-SERVICE ACTIVITIES.

06.01 Demonstrate setting a basic individual cover. 1 2 3 K _____ Verification	06.02 Identify types of meal service, such as cafeteria, buffet, fast food, and various other serving styles. 1 2 3 K _____ Verification	06.03 Identify techniques of table setting. 1 2 3 K _____ Verification
06.04 Perform front-of-the-house skills, such as order taking, check presentation, busing tables, serving food, receiving money, and host or hostess duties. 1 2 3 K _____ Verification	06.05 Demonstrate desirable communication between customer and employee. 1 2 3 K _____ Verification	06.06 Establish, set up, and maintain server stations. 1 2 3 K _____ Verification
1 2 3 K _____ Verification	1 2 3 K _____ Verification	1 2 3 K _____ Verification

07.0 PERFORM COST AND PORTION CONTROL OF FOOD.

07.01 Identify reasons, procedures, and techniques for cost and portion control. 1 2 3 K _____ Verification	07.02 Use tools and equipment in portion control. 1 2 3 K _____ Verification	07.03 Perform cost and portion control in food production. 1 2 3 K _____ Verification
1 2 3 K _____ Verification	1 2 3 K _____ Verification	1 2 3 K _____ Verification

08.0 USE RECIPES.

08.01 Identify abbreviations for weights and measures. 1 2 3 K _____ Verification	08.02 Identify equivalents of weights and measures. 1 2 3 K _____ Verification	08.03 Measure and weigh standard food items. 1 2 3 K _____ Verification
08.04 Identify and demonstrate standard food preparation terms. 1 2 3 K _____ Verification	08.05 Use standardized recipes. 1 2 3 K _____ Verification	08.06 Alter a recipe for a different yield. 1 2 3 K _____ Verification
1 2 3 K _____ Verification	1 2 3 K _____ Verification	1 2 3 K _____ Verification
1 2 3 K _____ Verification	1 2 3 K _____ Verification	1 2 3 K _____ Verification

09.0 DEMONSTRATE MERCHANDISING TECHNIQUES.

09.01
Identify merchandising techniques, such as advertising, suggestive selling, and food presentation.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

09.02
Demonstrate merchandising techniques.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

09.03
Compare costs for various kinds of advertising.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

10.0 PREPARE BAKE-STATION ITEMS.

10.01
Define terms associated with bake-station items.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

10.02
Identify methods of preparing quick breads.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

10.03
Identify standards of evaluation for all bake-station items.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

10.04
Prepare and evaluate quick breads.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

10.05
Identify methods of preparing cookies.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

10.06
Prepare and evaluate cookies.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

10.07
Identify acceptable methods of storing bake-station items.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

10.08
Identify the functions of ingredients used in bake-station items.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

10.09
Identify methods of preparing yeast breads.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

10.10
Prepare and evaluate yeast breads.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

10.11
Identify methods of preparing pies.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

10.12
Prepare and evaluate pies.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

10.13 Identify methods of preparing cakes and frosting. 1 2 3 K Verification	10.14 Prepare and evaluate cakes and frosting, including decorative icings. 1 2 3 K Verification	10.15 Demonstrate presentation of bake-station items. 1 2 3 K Verification
10.16 Identify methods of preparing pastry. 1 2 3 K Verification	10.17 Prepare and evaluate pastry. 1 2 3 K Verification	10.18 Identify methods of preparing additional desserts. 1 2 3 K Verification
10.19 Prepare and evaluate desserts. 1 2 3 K Verification	1 2 3 K Verification	1 2 3 K Verification
1 2 3 K Verification	1 2 3 K Verification	1 2 3 K Verification

11.0 PREPARE PANTRY ITEMS.

11.01 Identify terms associated with pantry preparation. 1 2 3 K Verification	11.02 Identify preparation techniques for salads and dressings. 1 2 3 K Verification	11.03 Identify standards of evaluation for all pantry items. 1 2 3 K Verification
11.04 Prepare and evaluate salads and dressings. 1 2 3 K Verification	11.05 Identify preparation techniques for sandwiches. 1 2 3 K Verification	11.06 Prepare and evaluate sandwiches. 1 2 3 K Verification
11.07 Identify preparation techniques for garnishes. 1 2 3 K Verification	11.08 Prepare, evaluate, use, and store garnishes. 1 2 3 K Verification	11.09 Identify preparation techniques for appetizers. 1 2 3 K Verification

11.10 Prepare and evaluate appetizers. 1 2 3 K Verification	11.11 Identify acceptable methods of storing pantry items. 1 2 3 K Verification	11.12 Demonstrate presentation of pantry items. 1 2 3 K Verification
1 2 3 K Verification	1 2 3 K Verification	1 2 3 K Verification

12.0 PREPARE FRY-STATION ITEMS.

12.01 Define terms associated with a fry station. 1 2 3 K Verification	12.02 Identify methods of preparing fried foods. 1 2 3 K Verification	12.03 Identify standards of evaluation for all fry-station items. 1 2 3 K Verification
12.04 Prepare and evaluate fried foods. 1 2 3 K Verification	12.05 Demonstrate presentation of fry-station items. 1 2 3 K Verification	12.06 Identify acceptable methods of storing fry-station items. 1 2 3 K Verification
1 2 3 K Verification	1 2 3 K Verification	1 2 3 K Verification

13.0 PREPARE HOT-STATION ITEMS.

13.01 Define terminology associated with hot-station food items. 1 2 3 K Verification	13.02 Identify standards of evaluation for all hot-station items. 1 2 3 K Verification	13.03 Identify preparation techniques for eggs and dairy products. 1 2 3 K Verification

13.04 Prepare and evaluate egg and dairy products. 1 2 3 K Verification	13.05 Identify preparation techniques for vegetables and fruits. 1 2 3 K Verification	13.06 Prepare and evaluate vegetables and fruits. 1 2 3 K Verification
13.07 Identify preparation techniques for soups and sauces. 1 2 3 K Verification	13.08 Prepare and evaluate soups and sauces. 1 2 3 K Verification	13.09 Identify preparation techniques for farinaceous products. 1 2 3 K Verification
13.10 Prepare and evaluate farinaceous products. 1 2 3 K Verification	13.11 Identify preparation techniques for casseroles. 1 2 3 K Verification	13.12 Prepare and evaluate casseroles. 1 2 3 K Verification
13.13 Demonstrate presentation of hot-station items. 1 2 3 K Verification	13.14 Demonstrate acceptable methods of storing hot-station items. 1 2 3 K Verification	13.15 Identify sources and cuts of meats, fish, seafood, and poultry. 1 2 3 K Verification
13.16 Identify preparation techniques for meat, fish, seafood, and poultry. 1 2 3 K Verification	13.17 Prepare and evaluate meats, fish, seafood, and poultry. 1 2 3 K Verification	1 2 3 K Verification
1 2 3 K Verification	1 2 3 K Verification	1 2 3 K Verification

14.0 PREPARE BEVERAGES.

14.01 Identify terminology involved in beverage preparation. 1 2 3 K Verification	14.02 Identify standards for judging beverages. 1 2 3 K Verification	14.03 Identify preparation techniques for beverages. 1 2 3 K Verification

14.04 Identify methods of serving beverages. 1 2 3 K _____ Verification	14.05 Prepare and evaluate hot and cold beverages. 1 2 3 K _____ Verification	14.06 Identify acceptable methods for storing beverages. 1 2 3 K _____ Verification
1 2 3 K _____ Verification	1 2 3 K _____ Verification	1 2 3 K _____ Verification

15.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS.

15.01 Identify professional and student organizations. 1 2 3 K _____ Verification	15.02 Identify purposes and functions of professional and student organizations. 1 2 3 K _____ Verification	15.03 Identify roles and responsibilities of members. 1 2 3 K _____ Verification
15.04 Work cooperatively as a group member to achieve organizational goals. 1 2 3 K _____ Verification	15.05 Demonstrate confidence in leadership roles and organizational responsibilities. 1 2 3 K _____ Verification	15.06 Describe techniques for achieving organizational goals. 1 2 3 K _____ Verification
15.07 Develop a personal growth project. 1 2 3 K _____ Verification	1 2 3 K _____ Verification	1 2 3 K _____ Verification
1 2 3 K _____ Verification	1 2 3 K _____ Verification	1 2 3 K _____ Verification
1 2 3 K _____ Verification	1 2 3 K _____ Verification	1 2 3 K _____ Verification

16.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP.

16.01 Define entrepreneurship. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	16.02 Describe the importance of entrepreneurship to the American economy. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	16.03 List the advantages and disadvantages of business ownership. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
16.04 Identify the risks involved in ownership of a business. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	16.05 Identify the necessary personal characteristics of a successful entrepreneur. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	16.06 Identify the business skills needed to operate a small business efficiently and effectively. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

COOPERATIVE WORK EXPERIENCE COMPETENCIES.

1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

VERIFICATION

Each instructor who rates this student on competencies in this MAP should fill in one of the boxes below.

Initials _____ Signature _____

Title _____

School Name _____

School Address _____

Initials _____ Signature _____

Title _____

School Name _____

School Address _____

Initials _____ Signature _____

Title _____

School Name _____

School Address _____

COOPERATIVE WORK EXPERIENCE

In addition to classroom training and laboratory performance identified on the Career MAP, this student has participated in cooperative work experience with employers, as shown below.

Dates _____ Employer _____

Employer's Address _____

_____

Supervisor _____

Supervisor's Title _____

Dates _____ Employer _____

Employer's Address _____

_____

Supervisor _____

Supervisor's Title _____

Dates _____ Employer _____

Employer's Address _____

_____

Supervisor _____

Supervisor's Title _____

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NOTES

This section of the MAP is provided for the instructor, employer, or student to list additional qualifying statements or other pertinent information. All comments should be initialed for verification.

This public document was promulgated at an annual cost of $000.00, or $00.00 per copy, to display the intended outcomes and student performance standards of a vocational program and to provide a document for teachers to record student levels of achievement.

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